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Integrating Attitude, Knowledge and Skills in K-13 English Lesson Plans: Explorations into Teachers' Agentic Roles in Materials Development

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Abstract:

Spiritual and social attitudes, scientific knowledge, and language-related life skills have been the main outcomes of learning in Indonesian education system particularly when the 2013 curriculum is implemented nation-wide. Although spiritual and social attitudes have been respectively assigned to the targets of Religion and Civics Education, the roles of teachers as

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agents of changes within their community enforce them to take wider and more overarching roles educating learners with attitude, knowledge and skills and leave their traditional roles as providers of knowledge and trainers of skills. The study investigates how English teachers exercise these agentic roles in lesson planning and materials development. Nine experienced professional English teachers (i.e. 3 SMP, 3 SMA, 3 SMK) and their lesson plans were purposively selected as samples. Analyzing the lesson plans and learning materials, the study found that knowledge and skills in the lessons were planned to be associated with particular spiritual and social attitudes. The study found that faithfulness and piety in the students' respective religions were the most dominant spiritual attitudes in teachers' concern. Self-confidence, discipline, respect, caring, and responsibility were the most dominant social attitudes. These attitudes were strategically planned and integrated, through games, group discussions and other two-way interactive materials, with students' knowledge of facts, concepts, procedures and meta-cognition and skills obtained from their intellectual potentials, knowledge-based competency, learning and working experiences and relevant cultural practices. Analyzing interview data, the study explicates how the attitudes will be integrated into lesson implementation and how they are integrated with the types of knowledge and skills above. Being explorative in nature, the study opens up a new way of looking into teacher's pedagogic role, that is, an agentic role motivated by the need to facilitate learners with attitudes, knowledge and skills relevant with job requirements and not by the urge to fulfill self-efficacy, curriculum target, or minimum standard of attainment.

Introduction

This study explores the roles that English teachers play in developing materials suitable for the implementation of the 2013 curriculum (or K-13 for short). Policy documents for K-13 implementation have been set out and subsequent trainings of master trainers, facilitators, and classroom teachers for correct implementation of the program have been implemented. While the results of the trainings are not yet known, it is perhaps sufficient to suggest here that teachers still perform teaching practices in the ways they perceive work best for their students. this study explores how individual teachers of English at various local school types respond to the curriculum.

Studies on teacher responses to language curriculum have been based on the ethnography of language planning and policy (LPP). Perez-Milans (2017) has shown that the use of ethnography in LPP research agenda will not be successful unless some unrelenting troubles are addressed. Firstly, it teases out the dichotomy in the reproduction of structure and agency as discussed in the well-established developments in social theories and discourse studies. Secondly, it explicates how participants interpret policy documents and this interpretation is treated as the primary source of interpretation of the policy documents. Next, it collects data primarily from events and

analyze them according to relevant standpoints in order to explicate the implementation and adaptation of the policy in a given context. Finally, it aims at potraying how participants work together to achieve what they have decided to achieve in agentic actions.

Ethnographic investigation of local implementation of LPP is not at all new. It has become a trend in the last three decades (see Borg, 2001) and teacher beliefs about the best strategies for learning to take place have been the prime concern. Studies by Ng and Boucher-Yip (2017) and Harris (2017) have examined agency enactment in numerous contexts and found English teachers dedicated themselves to the policy and brought changes to the students. On the contrary, Glasgow (2015), Vijay (2014), Pessoa and Freitas (2012), and Chen and Goh (2011) have reported the case where teachers have exercised their agency and resisted the imposed policy by engaging themselves fully with students' needs and orientation. Studies by Molina (2017), Feryok (2012), Chen and Goh (2011), Menter et al (2010), and Gulburn and Holstein (1995) have illustrated teacher agentic responses to classical and pedagogical problems in classroom (class size, lack of motivation, lack of teacher professionalism) by using shared practices, participant information, and immediate environment as the resources for classroom activities.

Ali and Hamid (2016) have classified teacher agentic strategies in three categories: dedication, accommodation, and resistance. Dedication strategies are taken when teachers devotedly adopt the policy and transform it as "transformative professionals" (Kumaravadivelu, 2003) and as "socio-political agents" (see Alhamdan et al, 2014) to the students by helping them solve learning problems and obtain learning targets (Lin, 1999). Resistance is the total rejection of the policy and teachers made their own choices of materials and teaching procedures. Accommodation is a strategy whereby teacher bridge the discrepancies between the policy expectation and the student situations and conditions at hand.

Studies of local responses to national policy in various contexts have now become a new trend in LPP research. Nguyen and Bui (2016), for example, ethnographically observed 15 teachers and minority learning community of English in remote areas of Vietnam and examined how they implemented the national policy. They found that most teachers resisted the nationally made materials and took agentic roles by changing and redefining them in such a way that they become suitable with students' needs. Martin (2005), studying ELT practice in Brunei, has exemplified how the nationally-dumped textbooks have limited the roles of teachers in the classroom not as educators of attitude, providers of knowledge and trainers of skills, but, rather as presenters of

texts and translator of knowledge by explaining it to the students or translating it into the native language of the students.

In Indonesian context, Lestari (*forthcoming*) has investigated how teachers and students responded to the 2013 curriculum and found that Indonesian teachers of English particularly in the rural areas resort to the use of local texts and practices as a way of bridging the gap between local realities (i.e. lack of students' motivation and limited means of social and economic supports for better learning). Lestari's study has shown how rural English teachers dealt with the expectation of the nationally-imposed ELT policy and found that local texts and practices were the main modes through which the nationally-expected attitudes, knowledge and skills were transferred to students during teaching and learning processes.

However, several questions remain unanswered, whether there is a need for teachers in non-rural areas to enact similar agentic roles in developing learning materials. If they there is, there is a need to explicate the primary concerns that they have when developing the materials. When the materials are put into classroom implementation, there is an urgent need to examine how they will integrate the key concerns in Indonesian education (i.e. spiritual attitude (KI-1), moral attitude (KI-2), knowledge (KI-3) and skills (KI-4). These are the foci of the paper.

Teacher Agency and Materials Development

Before exploring how teachers enact agency in materials development, let us clarify theories governing them.

Teacher Agency

Agency is sociologically defined as constraints enabling individuals to exercise power voluntarily by transforming existing conditions with knowldge, expertise, and influence (Zhao & Baldauf, 2012). In LPP, these constraints invoke responses strategic to resolving them. Thus, agency, as Ali and Hamid (2016) have defined it, is a strategy that an agent takes when facing challenges and deliberately bringing about changes in the situation (Biesta & Tedder, 2006).

Varying from contexts to contexts, the agency taken is different at macro and micro levels. Agency exercise at macro levels produces policy documents, implementation guidelines, and training modules and at these levels no actual teacher agency can be enacted. When the policy is

disseminated to schools, at micro levels, individual teachers must respond to it following the conditions of the school and the students.

Nonetheless, Zhao and Baldauf (2012) have actually warned us that studies of teacher agency should focus more at micro level agency enactment. At macro levels, agency exercises are concerned with individuals imposing policies. At micro levels, agency is attributed to individual's responses to the policies by devoting, accommodating or resisting them (see Ali & Hamid, 2016).

Agency exercise at micro levels has several characteristics. Emirbayer and Miesche (1998) mention that agency is not a situated practice responding to casuistic cases. It is regularly enacted on a routine basis. Biesta and Robinson (2013) argue that two factors are essentially necessary for the routine exercise of agency to occur: firstly, the challenges to respond to and, secondly, teacher's freedom to enact agency. Biesta and Robinson (2013) and Biesta and Tedder (2006) have also shown that agentic strategies are contextually-dependent as the strategies are relevant only with particular circumstances, responsibilities, and resources. Finally, agency exercise is motivational: agency enactment is motivated by agent's need to bring about changes. It might be motivated by self-efficacy as Biesta and Tedder (2006; 2007) and Priestley, Biesta, and Robinson (2013) have theoretically assumed or by professional responsibility as Zhao and Baldauf (2012) and Ali and Hamid (2016) have exemplified.

Bandura (1989) mentioned three ways in which teacher agency has been discussed in literature: (a) *autonomous agency* is motivated by the teachers' belief about their capacity and self-efficacy. (b) *mechanical agency* is driven by the need for the teachers to reflect on themselves, to react to particular socio-political agenda, and to themselves towards particular directions, and (c). *emergent interactive agency* when agents are morally and professionally required to readjust their roles in response to the changing situations.

In the contexts of Indonesia and Lombok, agency as highlighted in the curriculum is to train students with English knowledge and skills in addition to educating them with national and local characters. English learning is associated with inner-circle English culture learning (see Brown, 2001), but in Indonesia it is also expected to strengthen spiritual and moral attitudes. In fact, these attitudes have become the essences of the current president's mental revolution campaign: integrity, work ethic, and cooperation. Integration of these attitudes enable the formation of a 'third culture' (Sarangi, 2009; Kramsch, 1998; Risager, 2006; Brown, 2001), a syncretic

accumulation of global, national and local cultures. While teachers might integrate attitudes, knowledge and skills during classroom interactions, for to take place need careful planning in lesson plans and the materials developed for them.

Teacher Agency in Materials Development

Tomlinson (2011) have mentioned various criteria for developing ELT materials. In the first place, the materials should enable learners to achieve the standards of learning outcomes. Secondly, the materials should help learners learn easily and be confident with their own learning. Next, the materials are applicable in the students' daily life and suitable with their future objectives. Then, they are clear instructional points rich with authentic and uncontrolled practice of language use. In addition, they are also appropriate with learners' socio-cognitive styles of learning with rooms and time for them to improve themselves. Finally, they enable learners to acquire positive characters and moral values. Thus, by creating such materials, as Baldauf (2006) and Holliday (2001) have suggested, teachers as micro-level policy actors should accommodate between the targets at national levels and the poor conditions at local levels.

While attitudes, knowledge, and skills are integrated in classroom interaction, the creation of materials enabling learners to learn them while practicing with them in the classroom becomes essential. Because direct teaching has become impossible due to the fact that spiritual and moral attitudes have been respectively assigned to Religion and Civics Education, indirect teaching has become the only possible solution. Such integration has been the main concern in Lestari (forthcoming), it is worthy of investigation here what attitudes, knowledge, and skills are necessary for inclusion in lesson plans and learning materials.

Teacher Agency in Materials Development in Indonesia

In Indonesia, teacher's response to materials development is shaped by how the policy has been introduced to them and how they are expected to react to it. In general, positive response is motivated by the teacher's freedom to use the classroom as a space for agency enactment enabling them to maneuver with the student's needs and the policy expectations. This is very much dependent upon the good will of the national agency for curriculum development as the

authoritative body in the capital city to share with teachers the autonomy to plan, design and develop materials suitable for particular contexts of learning. This freedom, as Lestari (forthcoming) has shown, was granted by the law and has been wholeheartedly implemented since the implementation of the 2006 school-based curricula. Nonetheless, a new curriculum was introduced in 2013 (or K-13) and the autonomy was slightly taken away and this, to a great extent, has caused discomfort on the parts of teachers and students. Teachers and students need to make use of the nationally distributed K-13 materials in any way they can. However, this book being inaccessible, the teachers and the students have the opportunity to make use of older materials in the learning procedures legislated in the K-13 policy.

Teacher creativity in developing materials is relative and the room for real creative innovation, as Canagarajah (1993), is rather restricted. The prescribed national framework of K-13 was dispatched by nationally trained National Instructors and they have trained local teachers with the new perspectives in the curriculum. While attitude, knowledge and skill have been determined to be the standards of learning contents, the trainings failed to empower the trainees with competencies to integrate learning with national characters and moral values, two essential cores in the current president's mental revolution program. In such situation, samples of learning contents and strategies of transforming them to the students have become essential resources in training packages and these in turn become useful resources for the trainers and the trainee teachers to use in the classroom and, consequently, teacher autonomy was taken away although the training materials were not intended to be as such. Oftentimes, the trainings were based on the recommended books for the curriculum (e.g. *When English rings a* [sic!] *Bell*) and scientific approach has been considered as the teaching steps: (a) observation, (b) question, (c) experiment, (d) association, and (e) communication. The introduction of the 2017 version with discovery leaning and project-based learning as the bases has also brought a new teaching procedure: (a) stimulation, (b) problem statement, (c) data collection, (d) data analysis, and (e) generalization. The revision has also added four more orientations in teaching: (a) the need to integrate with five characters (i.e. religious piety, nationalism, integrity, *gotong-royong* (togetherness), and independence), (b) the need to integrate learning with development of literacy skills, (c) the need to facilitate the students in learning to be creative, critical, communicative and collaborative, and (d) the need to involve in learning high order thinking skills by enabling the students to synthesize, analyze and evaluate learned knowledge and skills. With these agenda at play,

teachers' autonomy and creativity to integrate the students' need and orientation have become minimum. The use of other sources and teacher-made materials and teaching procedures have been limited only if the recommended books are unavailable or inaccessible. Consequently, the teachers' roles in assisting the students to fully develop themselves are fully granted.

As usual, however, policy might be well-planned but implementation at micro levels is below standard of expectation. Ali's (2013) and Lestari's (*forthcoming*) observations of ELT classes in Indonesia have shown that individual teachers usually changed lesson plans even though these plans have been prepared independently or collaboratively with other teachers. The materials in classroom are implemented in response to the situation of the classroom and the students. In this way, teachers can exercise their agentic roles in setting up tasks and activities facilitating the students to experience learning and attain learning goals. They can either adopt the materials and activities in the assigned textbook, adapt them with their own materials and activities, or resist them altogether by developing their materials and activities. As a result, every ELT practice will be unique to itself and every ELT practice is a local practice.

Every ELT practice is also unique, not only in the materials and the activities, but in the attitudes, knowledge and skills that they intend to highlight. Since teachers are the policy planners and actors at micro and local levels, studying the documents that they develop in response to policy documents became necessary.

Methodology

Research Design

This article is based on a qualitative research in which a situation facing teachers in Mataram is identified and described. As documents of ELT policy and lesson plans will be ethnographically analyzed, the study is essentially ethnographic and various concepts in the ethnography of LPP (see Hornberger, 2015; Hornberger & Johnson, 2007) will be used as reference and various examples of ethnographic analysis of LPP documents (see Baldauf & Hamid, 2017) will be followed. As Davis (1999) has mentioned, with the ethnography of LPP, thicker description of policy enactment can be provided and compared across settings.

Research Setting and Samples

The study was conducted at public junior, senior and vocational schools in the city of Mataram and its surroundings based on geographic distribution: city centre, suburb, and fringe. To some extent, the distribution represents quality and the schools at city centers are better than at the suburbs and the fringe areas. Three schools were purposively selected at each area, and the most experienced professional English teachers were selected from these schools. Altogether there were nine schools as the research site and nine English teachers as research subjects The range of teaching experience is between 10 to 15 years. For ethical reasons, the identities of the schools and the teachers remain anonymous and when necessary pseudo names are instead used

Data Collection

Lesson plans, materials and activities that the teachers developed were collected. Most of the data came in electronic forms and historical information about the data was collected by means of informal face-to-face conversational interviews to the teachers. Thirty lesson plans with materials and learning activities were collected. While eighty percents of the lesson plans were made collaboratively in various meetings of respective teachers' networks, the sampled teachers were most dominant in the network and identifiable as the creator of the plans. Informal observation of classroom was also conducted in order to evaluate if the plans were implemented accordingly and, due to the limit in space, the analyses of the observation will presented elsewhere.

Data Analysis

The lesson plans, materials and activities as documents were analyzed by combining Bowen's (2009) document analysis and Hornberger's (2009; 2013) and McCarty's (2015) ethnographic analysis of LPP documents. It involves selection of policy themes, sampling and preliminary observation of the documents, coding relevant information, tabulating data, checking and rechecking validity and reliability, cross-tabulating information, and reporting results. For descriptive purposes, frequency and percentages will also be used.

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Findings and Discussion

Below are the findings and the discussion elaborating answers to the questions raised in this article. Lesson plans, materials and learning activities collected for the study varied across the types of schools. While there is homogeneity with the lesson plans of junior and senior high school English in terms of text types and activities, those at vocational schools were different as they differ in vocational foci. Nonetheless, there is continuity in terms of highlighted attitudes, knowledge and skills.

Attitude, Knowledge and Skill Dimensions in Materials Development

Although spiritual attitude has been assigned to be the core of the subject called Religion, English teachers felt the need to indirectly integrate it into their lessons. Out of numerous spiritual values teachers have included three spiritual values as the top priority: faithfulness, piety and tolerance (see Table 1). This is interesting. While being faithful and pious in one's religion is the essential core of the first Core Competency (KI-1), tolerance is not and English teachers felt an urgent need for indirectly teaching tolerance due to inter-ethnic and inter-religious native of the classes. In fact, "*beriman* [faithful]" and "*bertaqwa* [pious]" have become colloquial and coexistent that one is absent and unachievable without the other.

Table 1: Spiritual Attitudes

No	Spiritual Dimensions	F	%
1	Faithfulness	15	50.00
2	Piety	7	23.33
3	Tolerance	5	16.67
4	Others	3	10.00

While spirituality is mostly defined in the form of *menghargai* [valuing] and *menghayati* [contemplating] student's religion, the dominant inclusion of *beriman* [faithful] and *bertaqwa* [pious] in English lesson plans and classroom activities developed from them indicate the teachers' accommodating exercises of agentic roles as agents of particular religious groups. By the same token, the integration of other spiritual values such as *mensyukuri* [appreciating] the chances to learn English as an international communication and *semangat belajar* [motivated learning] situations. Again, this is another form of accommodating teacher agency at micro levels.

The moral values are highlighted in the lesson plans and within the personal views of the teachers. Actually, only several moral values are accentuated in the ELT policy documents: *santun* [polite], *peduli* [caring], *jujur* [honest], *disiplin* [discipline], *percaya diri* [self-confident], and *bertanggung jawab* [responsible]. Teachers, however, also include other morality in the lessons and classroom practices and these are summarized in Table 2. Note, however, that dominant appearance (i.e. 30 times in 30 documents) of particular morality is simply because teachers have apparently copied those words from the policy documents while the limited appearance of others in the documents (e.g. life style, respect and good citizenship) result from teachers' creativity and agentic practices.

Table 2: Moral Dimensions

No	Moral Dimensions		f	%
1	Personal Morality	Confidence	30	100
		Discipline	30	100
		Responsibility	30	100
2	Social Morality	Honesty	30	100
		Politeness	30	100
		Discipline	30	100
		Responsibility	30	100
		Caring	30	100

		Healthy Lifestyle	23	77
		Respect	22	73
3	National Morality	Good citizenship	19	63
		National Pride	12	40

Knowledge in the ELT policy documents covers that in science, technology, arts and culture and it is further delineated into factual, conceptual, procedural and meta-cognitive knowledge. Factual knowledge refers to awareness about specific information in science, technology, arts and culture available in school environment. Conceptual knowledge is the piece of information enabling the learners to classify and make use of scientific principles in science, technology, arts and culture for individual and social benefits. Procedural knowledge is the intellectual capacity to carry out specific technical activities relevant with the individual and social needs. Finally, meta-cognitive knowledge is mental awareness about a body of knowledge and consciousness about self strengths and weaknesses. As shown in Table 3, knowledge is predominant in culture while in science, technology and arts, it is unavailable.

Table 3: Knowledge Dimensions

No	Knowledge Dimensions		F	%
1	Factual Knowledge	Science	0	0
		Technology	0	0
		Arts	0	0
		Culture	13	43.45
2	Conceptual Knowledge	Science	0	0
		Technology	0	0
		Arts	0	0
		Culture	6	21.22

3	Procedural Knowledge	Science	0	0
		Technology	0	0
		Arts	0	0
		Culture	3	7.5
4	Meta-cognitive	Metalinguistic Awareness	8	25.64
		Self-Awareness	0	0

The absence of knowledge specific to science, technology and arts is expected rather than exception. This type of knowledge is the core of other subjects and while it is thematically expected to be integrated into English such integration require rigorous knowledge of the matter on the part of the English teachers. The same is true to the dominance of cultural knowledge: language is the essential core of culture and when learning it learning the cultures of the speakers and the learners become inseparable (see Brown, 2001; Kramsch, 1998; Sarangi, 2009).

Let us finally explicate what skills are planned to be trained in English classes. In ELT practices, the term "skill" have been narrowly limited to be language-related and such theorization does not really help us delineate it in much detailed. Gardner (2011), Gardner (2008), and Gardner and Hatch (1989) have identified it to be manifested in various forms: (a) skills resulting from physical, personal and intellectual potentials and biological developments, (b) skills resulting from knowledge and formal trainings, (c) skills indirectly obtained from learning experiences, and (d) skills obtained as a result of growing in particular groups. While the ability to produce sounds is potentially biological, the skills in arranging them in grammatically correct sentences and texts when informing other students about how to make a Sasak delicacy in English will require essential knowledge and skill in procedure texts obtained from trainings and practices in English classes but the procedural knowledge and skill in processing the food will require cultural skill obtained from experiences of growing up in the Sasak culture.

In the Ministrial Regulation Number 24/2016, however, skills have been limited to the ability to

experiment, analyze, and present within concrete domains (by using, deconstructing, rearranging, modifying, and constructing) and abstract domains (by drafting, reading,

calculating, visualizing, and composing) what is learned at school and from other sources with similar points of view or theories (Permendikbud No 24/2016, *Our translation*).

Thus, it is essential to examine the lesson plans within this framework and the result is presented in Table 4.

Table 4: Skill Dimensions

No	Skills	Domains	Subskills	f	%
1	Analysing Skill	Concrete	Deconstructing skill	30	100
		Abstract	Reading skill	30	100
			Calculating Skill	0	0
2	Experimenting skill	Concrete	Using skill	30	100
			Rearranging skill	23	77
		Abstract	Drafting skill	27	90
3	Presenting Skill	Concrete	Modifying skill	23	77
			Constructing skill	30	100
		Abstract	Visualizing skill	3	10
			Composing Skill	25	83

The dominant appearance of experiential skills (i.e. using and drafting skills), analytical skills (i.e. deconstructive and analytical reading skill), and presentation skills (i.e. composing, constructing and modifying skills) is also expected rather than exception. Since teachers are expected to follow the KI-4 statements and the standard of learning process, the lesson plans, the materials and the activities will be staged according to the assigned learning procedures (i.e. 3M, 4M or 5M) and, as a result, the activities of analyzing model texts, collaboratively and individually de-constructing, constructing, drafting, modifying, and composing oral and written texts become the main menu. However, the minimum appearance of visualization skills indicate that teachers have not seen visual presentation as essential in oral and written use of the target language. The absence of calculation skill is understandable as it relates with analytical skills in science.

Strategies of Integration

Attitudes, knowledge and skill above is planned to be integrated in classroom implementation by means of various strategies.

Table 5: Integration Strategies

No	Strategies	f	%
1	One-Way Task	30	100
2	Individual Assignment	30	100
3	Group Assignment	24	80
4	Two-Way Task	23	76.3
5	Small Group Discussion	21	70
6	Language Games	18	60

One-way fill-in-the-blank types of activities and in-class or take-home individual or group assignment activities being dominant in the documents, teachers expect learners to integrate spiritual and moral attitudes (e.g. by being faithful, responsible, or collaborative), knowledge (e.g. lexico-grammatical knowledge), and skills (e.g. analytical, modifying, or constructing skills) in particular episodes of learning. Through the use of two-way interactive materials, small group discussions, and language games, teachers expect the students to experience first-hand how to enact proper attitude when making use of particular knowledge and skills.

One teacher exemplified in one of her lesson plans how two-way activities were planned to be implemented as a way of education attitude, knowledge and skills in a game she called "Pesona 13" (*the Thirteen Charisma*). The students will be divided into two groups of five. One of them will act as the Answerer and four others will act as the Questioners who will take turn asking yes-now questions. The teacher will show to the Answerer a word or a picture in a piece of paper and these could be animals, professions, names of persons or buildings. Each group can only ask 10 yes-now questions and when finished they have to guess the word or picture. When correctly guessed, each word will give the group 1 point and the group with the highest point wins the game.

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In playing the game, they can practice English but at the same time learn to be faithful to the rule of the game and respectful to each other by asking politely, avoiding racial or deprecatory questions while at the same time using vocabulary knowledge (e.g. words for describing things and profession) and grammatical knowledge (e.g. yes-no questions) as well as practicing listening and speaking skills in addition to using skills in analyzing the generic structure and language features as well as the skill in making generalization.

Although the effect of such practices needs furthermore careful scrutiny, it is indeed a breakthrough for Indonesia where improper spiritual and moral attitude have always become an additional issue to lack of knowledge and skills among Indonesian students of English.

Conclusion

The study has shown that spirituality and social morality has been directly and indirectly integrated with scientific knowledge, and language-related life skills. Although spiritual and social attitudes have been respectively assigned to the targets of Religion and Civics Education, English teachers have always played their roles as agents of educating the students with spirituality and morality in addition to training them with language-related knowledge and skills. The study has shown that knowledge and skills in the lessons have been planned in association with particular spiritual and social attitudes. The study also found that faithfulness, piety, confidence, discipline, respect, caring, responsibility, and other dominant attitudes in the policy documents have been integrated and indirectly taught to students through games, group discussions and two-way interactive materials when teaching the students with factual, conceptual, procedural, meta-cognitive knowledge and skills. The study has also shown that through games and other communicative activities teachers can actually accommodate the need for the integration of attitude, knowledge and skills. In this way, the English teachers can actually make use of the classroom materials and activities as a way of agency enactment.

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